

Childminder report

Inspection date: 4 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed by the caring and nurturing childminder and his co-childminder. The childminder shows a genuine interest in, and values, what children say. For example, he carefully listens to children talk about their families. Children are extremely confident in this home-from-home environment and demonstrate a strong sense of belonging. Children have lots of fun. Their laughter is often heard as they have interesting and imaginative conversations with the childminder. For example, they humorously discuss where they left their muscles because they were so big.

The childminder is highly respectful of children's opinions and choices. Children understand what is expected of them and behave exceptionally well. All children are keen to help others, understand the rules and routines and instinctively follow them. The childminder has high expectations of children. He offers praise and encouragement to support their learning and emotional welfare. This helps children to feel safe and secure.

The curriculum is sequenced exceptionally well across the setting. The childminder understands how children learn and identifies their individual skills and abilities. For example, he recognises when children persevere and practise new skills, such as threading or riding a bicycle. The childminder demonstrates a secure understanding of child development. He allows children the time they need to work through challenges, offering praise and encouragement throughout. For instance, as water sprays from the outdoor tap, children question why this is happening and with the help of the childminder try different solutions until it flows freely. The childminder helps children to make excellent progress from their initial starting points in learning.

What does the early years setting do well and what does it need to do better?

- The childminder is very skilled in using every possible opportunity to support and challenge children to make excellent progress. He expertly questions children and provides them with time to think about their answers. Children skilfully identify familiar letters in the reading books or on the childminder's jacket and recognise it is the same as in their name. This helps children in preparation for later reading.
- From an early age, children develop their hand-eye coordination and independence extremely well. Toddlers and young children carefully use water jugs with excellent skill and control to pour themselves water to drink. They demonstrate high levels of focus and perseverance as they put on their outdoor suits and boots. Children master the key skills they need for their future development and are exceptionally well prepared for school.

- Children develop a love of books. Younger children thoroughly enjoy looking at the illustrations and talking about what they see, such as the tractors and cars. Children like nothing more than to sit with the childminder as he reads their favourite books. The childminder reads with excellent expression and pauses for children to join in with the story. This helps to develop children's increasing understanding of words and stories.
- Children learn how to keep themselves healthy. The childminder provides them with a variety of healthy and home-cooked meals. Children learn how to grow fruit and vegetables at the community garden. They are encouraged to brush their teeth after mealtimes and understand the importance of why they do this. This helps children to make independent healthy choices.
- The childminder appreciates the importance of taking children outside of his home. Working with a co-childminder supports the childminder to offer children different experiences based on their individual interests and needs. He offers wonderful experiences, such as mini-rugby sessions for children that enjoy more physical play, or playgroup sessions to support children's social skills. The childminder ensures that children receive a rich set of experiences that encourage them to think about other cultures and communities beyond their own.
- Parents are overwhelmingly positive about their experiences with the childminder. They comment that he is scrupulous in his attitude to keeping children safe. Parents mention that communication is fantastic and that they are grateful to receive ideas to support their children's learning at home. They appreciate the information they receive about oral health and potty training. Parents describe how they enjoy playing an active part in their child's learning.
- The childminder is highly reflective and passionate about the care and education he provides children. He regularly reviews his practice. The childminder and his co-childminder attend numerous training courses and workshops. They take time to research things to improve their own knowledge. For example, they have joined a national bird count to support their teaching and curriculum intent.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY335129
Local authority	Kingston Upon Hull City Council
Inspection number	10317098
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Hull. He operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and receives funding to provide early education for two-, three- and four-year-old children. The childminder works with his wife, who is a co-childminder.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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